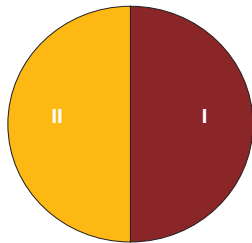


## Social Studies: Pedagogy (0084)

### Test at a Glance

Test Name	Social Studies: Pedagogy		
Test Code	0084		
Time	1 hour		
Number of Questions	2 five-part questions		
Format	Questions based on a case-study format		
	Questions/Tasks		
	<b>Case Study I</b> Subject Matter Topics Social Studies Concept Metaphor/Analogy/Historical Parallel Questions for Class Discussion	<b>Case Study II</b> Lesson Objective Teaching Strategy Evaluation	
	Content Categories	Number of Questions	Percentage of Questions
	I. Two-week History Unit	1	50%
	II. Single-period Social Science Unit	1	50%
Pacing and Special Tips	<b>Each five-part case study is worth 50 percent of your score. Within each case study, the individual parts are assigned varying numbers of points, ranging from 5 percent to 15 percent of your total score. Allocate your time accordingly.</b>		

## About This Test

The Social Studies: Pedagogy test is designed to determine whether an examinee has the knowledge and skills necessary for a beginning teacher of social studies in a secondary school. The test is composed of two case studies that measure knowledge about planning and teaching social studies lessons and assessing the academic progress of secondary school students in social studies. The test requires that an examinee undertake a series of tasks involved in developing a two-week unit for a course and a series of tasks involved in developing a lesson for a single class period. Each of the two case studies represents 50 percent of the total test score (percentages assigned to each task are listed below).

The first case study offers a choice between a unit in United States history or a unit in world history. The examinee is required to plan a two-week unit and to complete five tasks in order to prepare for and teach the unit:

- Identify a subject matter topic central for teaching the unit and explain why the topic is central (10%).
- Identify two additional subject matter topics critical for teaching the unit (5%).
- Identify a key social studies concept for the unit that is essential to one or more of the subject matter topics and explain why the concept is essential (10%). (Note: For the purposes of this test, a “subject matter topic” means a social studies topic that refers to a specific subject or time period; a “social studies concept” is an idea that can be applied to various subjects and time periods.)
- Describe a metaphor, analogy, or historical parallel to help students understand the social studies concept and explain why the metaphor, analogy, or historical parallel is appropriate (15%).
- Write two class-discussion questions designed to help students understand one of the subject matter topics or the social studies concept, ensuring that both questions require more than factual recall and that at least one question makes explicit connections between history and one or more of the other social science disciplines (10%).

The second case study offers a choice among units in government/civics/political science, economics, or geography. The examinee is required to develop a lesson for a single class period within the unit selected and to complete five tasks in order to prepare for and teach the lesson:

- Identify an appropriate topic as the focus of the lesson, and explain why the topic warrants a full class period (10%).
- State a primary objective for the lesson (10%).
- Identify a teaching strategy consistent with the objective and explain why the strategy is appropriate for the objective (15%).
- Write one essay examination question designed to evaluate students’ level of achievement for the objective (5%).
- Describe another method of evaluation (**not** an examination) to evaluate achievement for the same objective, and explain why this method of evaluation is appropriate for the objective (10%).

## Sample Test Questions

*This section presents sample questions and responses along with the standards used in scoring the essays. When you read these sample responses, keep in mind that they will be less polished than if they had been developed at home, edited, and carefully presented. The examinee does not know what questions will be asked and must decide, on the spot, how to respond. Readers take these circumstances into account when scoring the responses. The individual parts of each question will be scored on a scale ranging from 0 to 3, with different percentage weights (see pages 4 and 6) assigned to the parts of each question.*

*Readers will assign scores based on the following scoring guide.*

## SCORING GUIDE

### 3 Accurate and complete

- Demonstrates a clear understanding of relevant subject matter and pedagogy
- Provides appropriate, accurate, and complete explanations and/or supporting information

### 2 Mostly accurate and complete

- Demonstrates an adequate understanding of relevant subject matter and pedagogy
- Provides mostly appropriate, accurate, and complete explanations and/or supporting information

### 1 Inaccurate and incomplete

- Demonstrates a weak understanding of subject matter and pedagogy
- Provides inappropriate and/or little support (when needed)

### 0

- Completely inaccurate or inappropriate, blank, off topic, or only a restatement of the prompt

## Sample Question: Case Study I

*Note: For Case Study I, you are to select a course and a unit of study and respond to five separate but related questions. For questions 1–3 in Case Study I, an example of an appropriate response is also provided below.*

### Option A

Course: United States History  
Unit: The Cold War

### Option B

Course: World History  
Unit: Imperialism and Colonialism

Select *one* of the two options above (Option A or Option B). Assume that you are in the process of developing a two-week unit of study. In planning this two-week unit, answer 1–5 below. Do *not* present a full plan for the two-week unit.

**NOTE:** For the purposes of this test, a “subject matter topic” means a social studies topic that refers to a specific subject or time period; a “social studies concept” is an idea applied to various subjects and time periods.

## Central Subject Matter Topic

- (10%) 1. Identify a subject matter topic that you consider **CENTRAL** for teaching the unit. (EXAMPLE: For a unit on “European Colonization of the Americas,” one possible central subject matter topic would be “The Interaction Between Europeans and Native Peoples.”)
- Briefly explain why you consider this subject-matter topic **CENTRAL** for teaching the unit.

## Additional Subject Matter Topics

- (5%) 2. Identify **two additional** subject matter topics that you think are critical for teaching the unit. (EXAMPLE: For a unit on “European Colonization of the Americas,” two possible additional subject matter topics would be “European National Rivalries” and “Motivations of Individual European Colonists.”)
- The two additional subject matter topics should be **clearly distinct** from each other and from

the subject matter topic you have identified in 1 above. (Note: You only need to **identify** the subject matter topics, although these topics must be stated clearly.)

## Social Studies Concept

- (10%) 3. Identify a key social studies concept you would include in this unit that is essential to one or more of the subject matter topics you have identified in 1 and 2 above. (EXAMPLE: For a unit on “European Colonization of the Americas,” one possible social studies concept essential to “The Interaction Between Europeans and Native Peoples,” a subject matter topic given above, would be “ethnocentrism.”)

Briefly explain why you would include this social studies concept and how it is essential to one or more of the subject matter topics you have identified.

## Metaphor/Analogy/Historical Parallel

- (15%) 4. Describe a metaphor, analogy, or historical parallel that you might use to help students understand the social studies concept you have identified in 3 above.
- Briefly explain why the metaphor, analogy, or historical parallel you have described is appropriate.

## Questions for Class Discussion

- (10%) 5. Develop **two** questions for class discussion that would help students understand one or more of the subject matter topics or the social studies concept you have identified in 1, 2, or 3 above.
- Both questions **must require students to use cognitive abilities above the level of factual recall**; that is, analysis, application, evaluation, or synthesis. **At least one** of the questions must also make **explicit connections between history and one or more social science disciplines**.
- Be sure to identify the discipline(s) to which you are making connections.

## **Sample Responses for the World History Unit “Imperialism and Colonialism”**

### **Sample Response That Received a Score of 3 for Each Part:**

- (1) Subject Matter Topic 1 – The Scramble for Africa

The Scramble for Africa represents western imperialism during its most intense phase, at the end of the nineteenth century. Students should know how industrialized European powers were able to divide up almost an entire continent among themselves in twenty years or so, because this has had major political, economic and social consequences down to the present day.

- (2) Subject Matter Topic 2 – How the imperial powers were able to rule their colonies

Subject Matter Topic 3 – Forms of colonial resistance

- (3) Social Studies Concept – Social Darwinism

I would include this concept because it played an important part in justifying aggressive western imperialism — Darwin’s theory of natural selection was applied to competition between nations, with the idea that the strongest (industrialized Europeans) should virtually conquer weak (non-industrialized) peoples.

- (4) Metaphor/Analogy/Historical Parallel

Believing in Social Darwinism is like believing that the whole of life is a footrace where there is only one prize and the prize goes to the fittest and swiftest runner. This analogy is appropriate because Europeans saw themselves as the most advanced people in the world, giving them the right to conquer and control other people and places.

- (5) Questions for Class Discussion

1. What role did economic factors have in the partition of Africa among European powers?
2. What effect have colonial boundaries had on life in postcolonial Africa? (Geography)

### **Sample Response That Received a Score of 1 for Each Part:**

- (1) Subject Matter Topic 1 – Europe’s Colonies in America

Students need to know how Europe became imperialistic with America and put its values and culture in the American colonies

- (2) Subject Matter Topic 2 – How Europe’s imperialism over America spread to other regions of the world

Subject Matter Topic 3 – Reasons why Europe decided to end Colonialism

- (3) Social Studies Concept – “Domination”

This concept reflects these subjects because Imperialism and Colonialism were about the domination of one country by another.

- (4) Metaphor/Analogy/Historical Parallel

Domination is like a bully on a playground who won’t let others do anything without his approval.

- (5) Questions for Class Discussion

1. Who was the first and most successful Imperial and Colonial country, and when and why?
2. Which country or countries were most successful in rebelling against imperialism?

## Sample Question: Case Study II

*Note: For Case Study II, you are to select a course and a unit of study and respond to five separate but related questions.*

### Option A

Course: Government  
Unit: Separation of Powers

### Option B

Course: Economics  
Unit: International Trade

### Option C

Course: Geography  
Unit: Physical Geography of the United States

Select *one* of the three options above (Option A or Option B or Option C). Assume that you are developing a lesson for a single class period of 40–45 minutes within the unit you have selected. In planning this lesson, answer 1–5 below. Do not present a full lesson plan.

## Lesson

- (10%) 1. Identify a topic to be the focus of this lesson. Explain why this particular topic warrants a full class period within the unit.

## Objective

- (10%) 2. State a primary objective for this lesson. (An objective identifies a **measurable or observable** student outcome.)

## Teaching Strategy

- (15%) 3. Identify a teaching strategy that is consistent with the objective you have identified in 2 above. Explain why this teaching strategy is appropriate for this objective.

## Evaluation: Essay Question

- (5%) 4. Write one clear essay examination question to evaluate students' level of achievement **for the objective you have identified in 2 above**. The question you present should require students to use cognitive abilities above the level of factual recall.

## Another Method of Evaluation

- (10%) 5. Describe another method of evaluation (**not** an examination) that you could use to evaluate students' level of achievement **for the same objective**.

Explain why this method of evaluation is appropriate for the objective.

## Sample Responses for the Government Unit "Separation of Powers"

## Sample Response That Received a Score of 3 for Each Part:

- (1) Lesson—The Powers of Congress  
It is essential that students understand the areas about which Congress can legislate and the areas that are beyond its authority.
- (2) Primary Objective  
At the end of this lesson students will be able to list three areas within the legislative authority of Congress.
- (3) Teaching Strategy  
The lesson will be divided into four parts:

Part I: For the first 5 minutes in class, students will quietly read Article I, Section 8 of the Constitution of the United States.

- Part II: Students in small groups of 2 or 3 will be asked to identify three areas about which Congress can legislate and three about which they can't.
- Part III: Each group will then report to the entire class and correctly identified areas of Congressional legislative authority will be put on the board.
- Part IV: Through a process of question and answer, these areas will be categorized into three groups: international, interstate and military affairs.

By comparing and contrasting Congress's legislative powers and limitations, and then grouping its legislative authority into three categories, students should have a way of understanding this essential aspect of the legislative branch of the national government.

(4) Evaluation: Essay Question

Write an essay in the form of an editorial in which you advocate that the senators from your state take a specific stand on one current international issue, one current interstate issue and one current military issue.

(5) Another Method of Evaluation

Over the course of the unit on the separation of powers, each student will be expected to cut out 3 newspaper articles: one about Congress exercising its legislative authority over an international affair, one on an interstate affair, and one on a military affair.

This method of evaluation is appropriate because it would help students to understand how Congress actually exercises the powers granted it in the Constitution.

## Sample Response That Received a Score of 1 for Each Part:

(1) Lesson—The Power of the Government to Tax its People.

My objective is to be able to teach the Students about our government's power to tax and to help them to have a more positive outlook to the way our government taxes their people.

(2) Primary Objective

Students should understand why it's important for the government to tax its people.

(3) Teaching Strategy

My teaching strategy would be some type of visual aid that will lay out a format to the subject being taught and want to make it as interesting as it can be. Something that the student could really take in and give them the opportunity to participate and understand the tax.

(4) Evaluation: Essay Question

Explain what is meant by government's power to tax and why this is so important.

(5) Another Method of Evaluation

The student will have an out of class project to deal with taxes and depict how it is done.



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